 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** **Lesson #:** **5** **Facet: Interpretation**

**Grade Level: Numbers of Days:**

**Topic: Sons of Liberty**

**PART I:**

**Objectives**

**Student will understand that the culture then, although different from today, helped create our great culture today.**

**Student will know key factual information (Sons of Liberty, Loyal Nine, British, Taxes, press, Boston, New York, Philadelphia.)**

**Student will be able to make sense of why we celebrate holidays like the Fourth of July.**

**Product: A Prezi will be created to accurately represent the meaning behind the Fourth of July holiday.**

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Rationale:** Students will use primary and secondary sources documents such as newspapers, legal documents, and books to show the change in dynamic between the colonies and England.

**Assessments**

**Pre-Assessment: (Lesson 1 only)**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Hand Print worksheets will be handed out at the end of each class to provide an opportunity for each student to show what they have learned for that days lesson.

**Section II – timely feedback for products (self, peer, teacher)**

Class time will be given for each group to make their Prezi. Students will have a rubric to follow so they know what needs to be included in their Prezi's. I will be walking around during the allotted time to provide feedback to all the groups.

**Summative (Assessment of Learning):**

This unit is about Pre-Revolutionary America. In this unit, students will understand key figures, events, and cultural aspects of our nations past. We will be using all sorts of fascinating technologies to see the perspectives of both the colonists and the English. Some of these technologies include Comic Life, Glogster, and Podcasts. Understanding key figures and events from our pastime is vital to understanding how we came to be today. Starting with the French and Indian War all the way through the Declaration of Independence, students will piece together the revolutionary ideas of our founding fathers and come to understand the separation from England was an inevitable event.

**Integration**

**Technology:**

Students will be making Prezi's to accurately portray why we celebrate the Fourth of July.

**Content Areas:**

English: Proper spelling and punctuation will be included on the rubric.

Art: Pictures and music can be a vital part of the Prezi.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

My cooperative learning activity will be the [Think Pair Share](http://freeology.com/wp-content/files/thinkpairshare.pdf). I can ask a question they can all think about and then get into partners to discuss and later share their answers. My graphic organizer will be the Hand Print worksheet. At the end of each class I will have the students trace either of their hands and in each finger, write something new they learned.

**Section II – Groups and Roles for Product**

Pending on the size of the class, groups of four or more will be made by myself. A sheet of group roles will be given to each group and students themselves will decide the assignment of those roles. I will settle any disagreements within groups. Along with my observation, students will individually score each of their team member’s performance on the team rubric and hand it in to me.

<http://serc.carleton.edu/introgeo/cooperative/roles.html> (Group Role suggestions)

**Differentiated Instruction**

**MI Strategies**

**(Verbal):** Write a speech that would rouse the colonists to not pay their taxes! Make sure you state why they shouldn't pay taxes (not just say because it saves money).

**(Logic):** What would have happened to the colonies if the Son's of Liberty were never formed? Would we be an English colony still? Would nothing change at all?

**(Visual):** Create a Glogster for this task. Look at Ben Franklin's "Join or die" picture. Now, create your own picture, but make sure whatever picture it is that it conveys meaning just like Ben Franklin's.

**(Kinesthetic):** Re-enact a meeting of the Son's of Liberty. What would they be talking about? Look at past events.

**(Interpersonal):** Do a Think Pair Share and in-group come up with as much as you know about the Sons of Liberty. (Who, What, Where, When, Why)

**(Intrapersonal):** Pretend you are a spy and have infiltrated the Son's of Liberty and are reporting back to the English about what has been going on in the meetings.

**Modifications/Accommodations**

***From IEP’s (Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

Students will pickup their missing work from the Missing Work shelf. A website or Wiki page will be developed for students to read notes and instruction to properly learn the information missed. Also, before/after school hour meetings may be made in order to catch up on missed assignments.

**Extensions**

**Type II technology:**

Prezi's will be created to show the history behind the Fourth of July.

**Gifted Students:**

These students will create Prezi's and present them to the class.

**Materials, Resources and Technology**

*Laptops*

*Whiteboard*

*Projector*

*Think Pair Share worksheet*

*Team Roles worksheet*

*Paper*

*Pen/Pencil*

*Expo Markers*

**Source for Lesson Plan and Research**

*List all URL and describe.*

<http://freeology.com/wp-content/files/thinkpairshare.pdf> (Think Pair Share Worksheet)

<http://serc.carleton.edu/introgeo/cooperative/roles.html> (Group Role Suggestions)

<http://www.ushistory.org/declaration/related/sons.htm> (History and background on the Sons of Liberty)

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

Students will understand that the culture then, although different from today, helped create our great culture today. Understanding why we as a nation take time off to reflect on what happened on certain days are more than just days off from work, school, etc. *Students will be able to explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help make one better understand and make informed decisions about the present and future.* I will hook my students by asking them whether the Sons of Liberty were great patriots or mastermind terrorists.

**Where, Why, What. Hook, Tailors; Verbal, Logical, Visual, Kinesthetic, Interpersonal, Intrapersonal, and Naturalist.**

Students will know key factual information (Sons of Liberty, Loyal Nine, British, Taxes, press, Boston, New York, Philadelphia.),Making a Timeline will display the knowledge my students know in depth. My cooperative learning activity will be the Think Pair Share because I can ask a question they can all think about and then get into partners to discuss and later share their answers to my question. The Hand Print method will show me how much my students are learning each class.

**Equip, Explore Rethink, MI's used are Interpersonal, Intrapersonal, and Visual.**

Students will be able to make sense of why we celebrate holidays like the Fourth of July. A Prezi will be made in groups to explore the reasons why we celebrate and glorify the Fourth of July. Students will use a rubric to make sure their assignments are properly completed before handing in. I will then check for proper completion by walking around and providing feedback to each group. I will also make notes on where students can improve before handing in a final product.

**Explore, Interpretation, Rethink, Revise, Refine, MI's used are** **Interpersonal, Intrapersonal, and Visual.**

**Content Notes**

**Class** **Agenda**

Patriot or Terrorist (10mins)

Explaining who the Sons of Liberty were. (30mins)

Think-Pair-Share (20mins)

Prezi (20mins)

Students will know about the Sons of Liberty and what their impact on the revolution was. By asking wether the Sons of Liberty were a patriotic or terrorist group; I will spark deep thinking about the justification of the Sons of Liberty's actions. I will ask students to stand on one side of the room if they think the Sons of Liberty were patriotic and the rest on the other side if they think of them more in the terrorist mind frame. I will go into who the Sons of Liberty were and what they stood for. After, I will use the Think-Pair-Share activity to ask the students why we celebrate the Fourth of July to gain multiple perspectives on why we may celebrate it.. After, I will introduce them to Prezi. We will watch the introduction video on the website and delve deeper into understanding how to make a Prezi.

**Handouts**

*List the items that need to be printed out for the lesson.*

Think Pair Share worksheet

Team Roles worksheet

Prezi Rubric

Team Rubric

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard***: All instructions and expectation will be clearly established for all students. The instruction will clearly lay out a path towards mastery.

***Microscope:*** This instruction will challenge students to think deeper about content. Whether it's self reflecting or discussing with peers, students will come up with their own sense of mastery through exploration.

***Puppy***: An influential positive environment will be provided to help support these students. Being positive, listening, and being respectful of everyone's opinions and ideas will be a main focus.

***Beach Ball***: Students will be given a wide variety of options on how they want to complete their tasks. They may choose to work self assigning titles for everyone to play an equal role in projects will be used.

***Rationale:*** This lesson is developed to teach the importance of the Sons of Liberty, but also to bring them into a new perspective.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***

Hand Print to keep track of the growth in knowledge of each student.

***Summative:***

Students will be making Prezi's to accurately portray why we celebrate the Fourth of July.

***Rationale:***

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

***MLR or CCSS:***

***Facet:*** Interpretation

***Rationale:***

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**(Verbal):**Write a speech that would rouse the colonists to not pay their taxes! Make sure you state why they shouldn't pay taxes (not just say because it saves money).

**(Logic):**What would have happened to the colonies if the Son's of Liberty were never formed? Would we be an English colony still? Would nothing change at all?

**(Visual):**Create a Glogster for this task. Look at Ben Franklin's "Join or die" picture. Now, create your own picture, but make sure whatever picture it is that it conveys meaning just like Ben Franklin's.

**(Kinesthetic):**Re-enact a meeting of the Son's of Liberty. What would they be talking about? Look at past events.

**(Interpersonal):** Do a Think Pair Share and in group come up with as much as you know about the Sons of Liberty. (Who,What, Where, When, Why)

**(Intrapersonal):**Pretend you are a spy and have infiltrated the Son's of Liberty and are reporting back to the English about what has been going on in the meetings.

**(Naturalist):**What types of ways did the Son's of Liberty encourage colonists to show their rebellious side through nature?

***Type II Technology:*** Prezi

***Rationale:*** By making a Prezi, students will be physically able to show the reasons we celebrate the Fourth of July and be able to tell the history behind it.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:***

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching